

Greendale Elementary

505 South Boundary Ave.
New Ellenton, SC 29809

Grades	K-5 Elementary School	
Enrollment	354 Students	
Principal	Rebecca M. Koelker	803-652-8170
Superintendent	Dr. Linda B. Eldridge	803-641-2428
Board Chair	Dr. John B. Bradley	803-641-8431

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	57	34	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Good	Below Average	Yes
2005	Average	Unsatisfactory	Yes

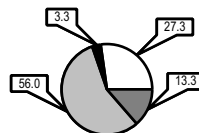
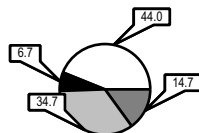
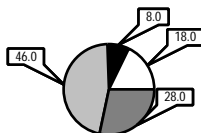
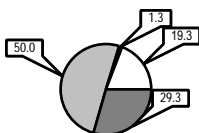
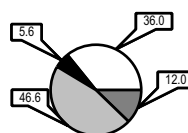
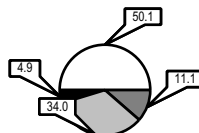
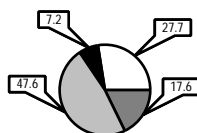
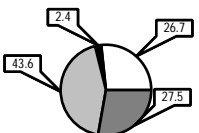
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	164	100.0	19.3	50.0	29.3	1.3	43.3	Yes	Yes
Gender									
Male	76	100.0	24.3	54.3	21.4	0.0	34.3		
Female	88	100.0	15.0	46.3	36.3	2.5	51.3		
Racial/Ethnic Group									
White	65	100.0	15.0	48.3	35.0	1.7	53.3	Yes	Yes
African American	82	100.0	23.3	52.1	23.3	1.4	34.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	17	100.0	17.6	47.1	35.3	0.0	47.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	146	100.0	13.4	53.7	31.3	1.5	45.5		
Disabled	18	100.0	68.8	18.8	12.5	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	163	100.0	19.5	50.3	28.9	1.3	43.0		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	100.0	18.3	50.0	30.3	1.4	45.1		
Socio-Economic Status									
Subsidized meals	127	100.0	21.2	52.2	25.7	0.9	38.9	Yes	Yes
Full-pay meals	37	100.0	13.5	43.2	40.5	2.7	56.8		

Mathematics – State Performance Objective = 36.7%									
All Students	164	100.0	18.0	46.0	28.0	8.0	47.3	Yes	Yes
Gender									
Male	76	100.0	22.9	47.1	24.3	5.7	42.9		
Female	88	100.0	13.8	45.0	31.3	10.0	51.3		
Racial/Ethnic Group									
White	65	100.0	15.0	33.3	41.7	10.0	60.0	Yes	Yes
African American	82	100.0	20.5	57.5	16.4	5.5	34.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	17	100.0	17.6	41.2	29.4	11.8	58.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	146	100.0	11.9	48.5	31.3	8.2	52.2		
Disabled	18	100.0	68.8	25.0	0.0	6.3	6.3	I/S	I/S
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	163	100.0	18.1	46.3	28.2	7.4	47.0		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	100.0	16.9	45.1	29.6	8.5	47.9		
Socio-Economic Status									
Subsidized meals	127	100.0	19.5	50.4	23.9	6.2	42.5	Yes	Yes
Full-pay meals	37	100.0	13.5	32.4	40.5	13.5	62.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	164	100.0	44.0	34.7	14.7	6.7	21.3
Gender							
Male	76	100.0	45.7	30.0	15.7	8.6	24.3
Female	88	100.0	42.5	38.8	13.8	5.0	18.8
Racial/Ethnic Group							
White	65	100.0	21.7	45.0	18.3	15.0	33.3
African American	82	100.0	64.4	24.7	11.0	0.0	11.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	17	100.0	35.3	41.2	17.6	5.9	23.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	146	100.0	38.8	38.8	14.9	7.5	22.4
Disabled	18	100.0	87.5	0.0	12.5	0.0	12.5
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	163	100.0	44.3	34.9	14.1	6.7	20.8
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	100.0	43.7	34.5	14.8	7.0	21.8
Socio-Economic Status							
Subsidized meals	127	100.0	50.4	33.6	12.4	3.5	15.9
Full-pay meals	37	100.0	24.3	37.8	21.6	16.2	37.8

Social Studies							
All Students	164	100.0	27.3	56.0	13.3	3.3	16.7
Gender							
Male	76	100.0	25.7	57.1	14.3	2.9	17.1
Female	88	100.0	28.8	55.0	12.5	3.8	16.3
Racial/Ethnic Group							
White	65	100.0	25.0	50.0	20.0	5.0	25.0
African American	82	100.0	32.9	57.5	8.2	1.4	9.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	17	100.0	11.8	70.6	11.8	5.9	17.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	146	100.0	21.6	59.7	14.9	3.7	18.7
Disabled	18	100.0	75.0	25.0	0.0	0.0	0.0
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	163	100.0	27.5	56.4	12.8	3.4	16.1
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	100.0	27.5	54.9	14.1	3.5	17.6
Socio-Economic Status							
Subsidized meals	127	100.0	30.1	55.8	11.5	2.7	14.2
Full-pay meals	37	100.0	18.9	56.8	18.9	5.4	24.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	53	98.1	15.4	28.8	50.0	5.8	55.8
	4	68	100.0	15.6	48.4	35.9	N/A	35.9
	5	54	98.2	30.0	54.0	16.0	N/A	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	42	100.0	10.5	31.6	52.6	5.3	57.9
	4	51	100.0	13.0	58.7	28.3	0.0	28.3
	5	71	100.0	28.8	54.5	16.7	0.0	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	53	100.0	15.1	50.9	30.2	3.8	34.0
	4	68	100.0	14.1	43.8	23.4	18.8	42.2
	5	54	100.0	17.6	56.9	19.6	5.9	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	42	100.0	15.8	60.5	18.4	5.3	23.7
	4	51	100.0	10.9	41.3	39.1	8.7	47.8
	5	71	100.0	24.2	40.9	25.8	9.1	34.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	42	100.0	47.4	39.5	13.2	0.0	13.2
	4	51	100.0	39.1	32.6	21.7	6.5	28.3
	5	71	100.0	45.5	33.3	10.6	10.6	21.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	42	100.0	13.2	71.1	10.5	5.3	15.8
	4	51	100.0	19.6	60.9	17.4	2.2	19.6
	5	71	100.0	40.9	43.9	12.1	3.0	15.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 354)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.7%	Down from 5.2%	3.4%	3.0%
Attendance rate	96.4%	Up from 96.0%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.3%	Up from 6.4%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.1%	Up from 3.4%	3.6%	3.2%
Eligible for gifted and talented	14.6%	Down from 18.7%	8.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.4%	No change	8.4%	8.2%
Older than usual for grade	2.0%	Down from 3.1%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	53.1%	Up from 46.9%	48.6%	52.6%
Continuing contract teachers	87.5%	No change	82.2%	83.3%
Highly qualified teachers	86.7%	Down from 92.3%	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.0%	Down from 92.8%	86.2%	87.0%
Teacher attendance rate	94.9%	Up from 94.1%	94.9%	95.0%
Average teacher salary	\$43,635	Up 2.3%	\$41,078	\$41,703
Prof. development days/teacher	12.0 days	Up from 9.2 days	13.1 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 17.4 to 1	18.0 to 1	18.8 to 1
Prime instructional time	87.9%	Up from 87.6%	89.7%	89.8%
Dollars spent per pupil*	\$6,883	Up 9.5%	\$6,510	\$6,242
Percent of expenditures for teacher salaries*	67.1%	Up from 66.0%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	83.3%	Down from 84.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2004-2005 school year, progress was made in implementing the school renewal plan that addressed parent involvement, staff development, academic instruction, character education, and appreciation of the arts. Greendale will continue to emphasize parent involvement by providing opportunities to help students with literacy, math, and science acquisition through ongoing programs for parents and students. Communication with parents and community will be supported through letters, phone calls, newsletters, weekly folders, and special events. Parent involvement and effective communication between school and home will always be an important focus for Greendale. Classroom instruction and staff development will emphasize curriculum alignment to the South Carolina State Standards. Teachers will meet regularly to assess and improve classroom instruction. In addition, two all-day Child Development classes will continue to serve as the foundation of the early childhood program by providing learning opportunities for forty four-year-olds in the community. The character education program will align with Aiken County Character Education program. This program features a specific character trait each month. Our goal is to maintain a safe and friendly environment where children and adults are comfortable and welcome.

Author/artist visits, plays, poetry, physical education, and music programs enrich the daily curriculum and help children appreciate the diversity of their world. Events to showcase and encourage an appreciation for the arts will continue to be an important component of the overall instructional program. New laptop computers, laser printers, Alpha-Smarts, Accelerated Reading and Math, and other technology hardware and software for student and classroom use add to the growing foundation we have established using technology as a function of literacy in all curriculum areas.

Greendale is truly a special place. Guiding and Educating Successful Students is our vision and our daily commitment. We invite parents and community members to visit and find out how wonderful Greendale truly is.

Rebecca M. Koelker, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	61	32
Percent satisfied with learning environment	92.0%	79.7%	96.9%
Percent satisfied with social and physical environment	96.0%	76.7%	80.6%
Percent satisfied with school-home relations	50.0%	74.6%	80.6%

*Only students at the highest elementary school grade level at this school and their parents were included.